THE CONTRIBUTION OF CONFLICTS TOWARD
THE MAJOR CHARACTERS' DEVELOPMENT
AS SEEN IN KNOWLES' A SEPARATE PEACE

A Thesis

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By

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A THESIS

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"The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology or the president. You realize that you control your own destiny." — Albert Ellis

The Thesis is dedicated to:

My Dad in Heaven, Mr. Soebijanto Wirojoedo

My Mom, Mrs. Nunuk Supriyati and my Brother,

Berbudi Yudosunu Candra Jiwa
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The object of the study is John Knowles' novel entitled A Separate Peace (1959). The main conflict of the story is about the clash between the goodness and the evil within man's heart. It depicts that the self-mastery of the existence of the evil and the goodness in every man's heart is essential. If we cannot maintain the equilibrium of the two factors, there will be insecurity and doubtfulness in our life. The novel reveals an important message that suggest everyone must be aware of the creation of the inner enemy in man's heart. Knowles delivers it through the story of friendship between Gene Forrester and Finny (Phineas). The focus of the study is to find out the contribution of conflicts toward the major characters' development as seen in Knowles' A Separate Peace.

The aims of the study are to find out, (i) the description of the plot of the story, (ii) the description of the character development of Gene Forrester and Finny (Phineas)'s and, (iii) the contribution of the conflicts to the major characters' development. This study applies the formalistic approach, which examines the elements of the novel without references to the facts of the author's life, genre of work, and its milieu. In accomplishing this thesis, a library research was used to collect the data.

Based on this analysis, some conclusions can be drawn: There are three types of conflicts in the plot: the internal conflicts between two opposing sides within a character, the external conflicts between characters, and the external conflicts between character and the society or authority. In A Separate Peace (1959), the writer finds that the conflicts in the story contribute a great role to the major characters' development, which are described as follows: (a) Without the existence of conflicts in plot, the movement of the story will be flat, calm, and loose. Being the raw material of the plot, the conflict drives plot and its complications create tension. Every conflict creates interest and builds suspense. (b) Conflicts help the writer to find the major characters' trait. He can understand the traits of the major character definitely from their way of resolving the conflicts. (c) Conflicts in the story help the writer to seek the major characters' development in the story. The writer sees that there are always changes or transformations happening on the major characters when they resolve the conflicts. In the beginning, the major characters deal with conflicts. At the end, we will see that there are changes on the major characters' way of thinking and personality. It happens because the characters have transformations within themselves while they are resolving their conflicts. In brief, the existence of conflicts in A Separate Peace (1959) is important since Gene Forrester and Finny's characters will not experience transformations within themselves if they do not have conflicts in the story.

Tujuan dari studi ini adalah untuk mengetahui, (i), bagaimana penjabaran alur cerita di dalam *A Separate Peace* (1959), (ii), bagaimana pengarang memaparkan perkembangan karakteristik yang dialami oleh tokoh utama, Gene Forrester dan Finny dalam cerita tersebut, (iii), untuk mengetahui seberapa besar peran konflik dalam perkembangan karakteristik tokoh utama. Studi ini menerapkan pendekatan formalistik, yaitu pendekatan yang meneliti elemen-elemen dalam novel tanpa dihubungkan dengan kehidupan nyata penulisnya, jenis karyanya, dan lingkungan sosialnya. Sedangkan metode yang dipergunakan dalam pengumpulan data adalah studi kepastian.

Berdasarkan analisa yang telah dilakukan, dapat diambil beberapa kesimpulan sebagai berikut: (f) Di dalam alur cerita *A Separate Peace* ditemukan 3 jenis konflik, yaitu pertama, konflik internal antara 2 hal yang bertentangan dalam diri tokoh, kedua, konflik eksternal antara dua orang tokoh dalam cerita, ketiga, konflik eksternal antara seorang tokoh dengan masyarakat atau lembaga yang berwenang. Penulis menemukan bahwa dalam analisa buku *A Separate Peace* (1959), kontribusi konflik terhadap perkembangan karakteristik adalah penting, sehingga disimpulkan sebagai berikut: (a) Pengerahan cerita dalam alur akan datar, tenang, tanpa rikaian, tegangan, dan kejutan apabila tidak terdapat konflik dalam alur cerita. Konflik mengendalikan alur cerita dan kompleksinya menciptakan ketegangan. (b) Konflik membantu penulis menemukan sifat-sifat atau karakteristik tokoh utama. Karakteristik itu muncul dari cara-cara yang ditempuh oleh tokoh utama dalam menyelesaikan masalahnya. (c) Konflik membantu penulis menelusuri perubahan atau perkembangan yang terjadi dalam diri tokoh utama. Penulis melihat bahwa perubahan-perubahan dalam diri karakter utama selalu terjadi para tokoh utama tersebut menyelesaikan konflik-konflik mereka dalam cerita. Pada awalnya, para tokoh utama menghadapi masalah kemudian pada akhir cerita, cara pandang atau berpikir, kepribadian dan kepercayaan tokoh utama berubah karena mereka mengalami perubahan karakteristik ketika menyelesaikan konflik mereka. Keberadaan konflik dalam buku *A Separate Peace* (1959) adalah penting karena tokoh Gene Forrester dan Finny tidak mungkin mengalami perubahan dalam diri mereka apabila tidak menghadapi konflik dalam cerita.
A. Background of the study

After reading the work of literature, we find that the literary work and reality have one similarity. Both of them convey the story of human life. In real life, we live to learn how to develop, to solve problems and to experience the gloomy side of life. It becomes a place for us to struggle for a better condition and to survive from the harsh of life. Here, we often deal with conflicts or problems, which are the result of our relationship and interaction with others. A well-known proverb says, “The experience of life is the best teacher for all of us.” It suggests that we can get many important lessons from our past life experience. Life is a learning experience that comes from resolving conflicts. The experience constructs our characteristics. It means that the experience of resolving conflicts in the process of maturity is a useful element in the personality development, whether as an individual or social being. People get important lessons from their past mistakes and avoid to do the same mistake again in the future. It is the way of learning life in order to be a better person.

While in the literary works, many authors compose their stories based on what they have seen and experienced in real life. The inspiration of the composition is from their significant life experience that has a big contribution to
the author's personality development. Thus, the theme of their books reveals stories of how people overcome and solve their conflicts or problems in their life, such as conflicts in war, marriage, revolution, society, friendship, etc. Rene Wellek and Austin Warren in their book, *Theory of Literature* (1956) also suggest that the work of literature portrays life as reality. They also mention that literature looks like a real-life portrait. It is an illustration of human lives because the literary works present the reality of human situations, problems, feelings and relationships (1956: 96). From the explanation above, we can say that both reality of life and the literary work consist of the stories of how people struggle to overcome their conflicts or problems with others.


"Literature is a vital record of what men have seen in life, what they have experienced of it, what they have thought and felt about those aspects of it which have the most immediate and enduring interest of all of us. It is thus fundamentally an expression of life through the medium of language." (Hudson, 1958: 10).

Hudson mentions that literature is a vital record of what men have seen in life. The record is known as the literary work. We know several forms of literary work, such as poem, drama, and novel or fiction. The writer of this thesis takes fiction or novel as the subject of the study. If we compare fiction with others, it explores its intrinsic elements, such as plot, setting, and characters more in details.

One of intrinsic elements in fiction is plot. According to M.J. Murphy in *Understanding Unseen* (1972), plot is defined as,

"A carefully thought-out plan in which all the events, all the actions and reactions of the characters, contribute towards the forward
movement of the story. The story then moves on, carrying the reader with it up and over a series of crests until the climax of the story is reached and everything is resolved, generally to the reader's satisfaction" (1972: 134).

Murphy states that there is a close relationship between characters and plot in the story. We find that all the actions and the reactions of the characters have big contributions toward the forward movement of the plot. (1972: 134). Meanwhile, De Laar and Schoorderwoerd describe how plot and characters need one another. They mention, "...plot is what happens to the characters. Plot and characters cannot be really separated. Plot is nothing without characters; characters are nothing without the plot." (1963: 167). If we talk about plot, we cannot forget the element that constructs plot that is conflicts. Robert Stanton in An Introduction to Fiction (1965) mentions that conflict is the core of the story's structure, the generating centre out of which the plot grows. A story may contain more than one conflict of forces, but only the central conflict fully accounts for the events of the plot. (1965:16). Rohrberger and Woods in Reading and Writing About Literature, also show the relationship between plot, conflict, and characters in the novel. They point out, "It is difficult to separate single elements-to talk, for example, about character without talking at the same time about plot or setting or conflict, because characters often determine plot, setting helps to define characters, and conflict results from placing of characters in situations." (Rohrberger, 1962: 20). From the explanation, we understand that conflicts develop plot in the story and they result from placing of characters in situations.

Considering all the facts above, the writer is interested to examine the relation between plot, conflict and characters. He is challenged to know more
about the relation, especially, the contribution of conflicts to the main characters' development. Therefore, he will analyse the relationship between plot, conflicts and characters throughout John Knowles' novel entitled *A Separate Peace* (1959) as the subject of the analysis. John Knowles is American author graduated from Philips Exeter Academy in 1945. He was born in 1926 in Fairmont, West Virginia and now he is living in Fort Lauderdale, Florida. He is the author of 11 books besides *A Separate Peace* (1959). His first novel, *A Separate Peace* (1959), has won the Rosenthal Award of the National Institute of Arts and Letters, William Faulkner award, and an award from the Independent School Education Board. (http://www.exeter.edu/library/1/john_knowles/).

For the writer, *A Separate Peace* (1959) is an interesting novel because it tells the difficult journey towards maturity and adult world of teenage boys. Knowles provides complicated conflicts in the plot of the novel. He reveals the idea of searching maturity and identity through a story of friendship two best friends at Devon school, New Hampshire in 1942. The main conflict of the story is about the main character named Gene Forrester who feels both love and hate in his friendship with his best friend, Finny (Phineas). Gene is both worshipping and resenting Finny's morale superiority and athleticism. It depicts the clash between the goodness and the evil within man's heart. It is described how two teenagers, having different needs and temperaments, attach each other in the friendship relation. Friendship is a necessary need in our lives. We cannot live alone because as a social being, there is always necessity to interact with others. We need others to develop ourselves and to share our feeling. It is a natural instinct of human

"Besides helping us enjoy a healthy life, friends help us cope with stress, take care of our physical needs, and even help in the development of our personality. Friends help us cope with uncertainty and have a profound influence on our behaviour." (Beebe, 1996: 413).

Friendship in *A Separate Peace* (1959) is based on mutual need; Gene and Finny are best friends. Finny has something that Gene needs, which is to be a good example of kind-hearted and honesty. While Gene has something that Finny needs, which is the place in which Finny shares his joy and sadness. Knowles shows how Gene Forrester’s partnership with Finny influences Gene’s way of thinking. Beside the closeness, the friendship also creates a secret rivalry. Gene is secretly jealous with Finny’s superiority. His envy grows rapidly to be the feeling of hatred toward Finny. At the end, the hatred reaches its peak that brings about Finny’s death. The death brings important changes to Gene Forrester’s personality. He is changed from immature to mature one and ready to face the adult world.

The writer notices that the conflict provided in the plot of *A Separate Peace* (1959) is complicated and interesting subject to be analysed. He wants to know the significance of the conflicts appeared in the plot to Gene Forrester and Finny’s character development in the story. He will analyse the contribution of conflict toward the main characters’ development of in John Knowles’ novel, *A Separate Peace* (1959).
B. Problems Formulation

To have a vivid analysis in Chapter IV, the writer formulates the problems as follow:

1. How is the plot developed in the novel?
2. How are the major characters' development revealed in the novel?
3. How do the conflicts contribute to the main characters' development in *A Separate Peace (1959)*?

C. Objectives of the Study

Considering the problems stated in the previous part, the writer focuses on three objectives of the study. First, the writer wants to know how the author develops the plot in the novel. It is important since the conflicts occur in the plot. Second, the thesis will try to identify changes happen on each major character. The writer will first depict the main characters' traits. Then he will reveal the transformations to know changes happen on each major character. The third one is to find out the contribution of the conflicts to the main characters' development. After understanding the conflicts in the plot and the main characters' development, the writer will try to figure out the influence of the conflicts to the development of the main characters, Gene Forrester and Finny.
D. Benefit of the Study

The writer hopes that this thesis will be useful and beneficial to the readers, students, teachers, and the world of literary study. By reading the novel, the writer can recognise and understand the works of John Knowles, especially _A Separate Peace (1959)_). For the teachers and fellow students, this paper will help them understand the work of John Knowles and enrich their appreciation toward literature. The writer expects this thesis could contribute to the others who are interested in Knowles’ novel. The analysis is expected to help the other students to understand Knowles’ ideas through one of his novel. Furthermore, this thesis deals with the contribution of conflicts toward the major character’s development. The writer hopes that the readers can gain an important source about the study of the intrinsic elements, particularly the plot and the characters. Finally, the writer hopes that this can enrich literary appreciation in the world of literature.
CHAPTER II
THEORETICAL REVIEW

In this part, the writer is going to explain several criticisms and theories applied in this thesis. This part is arranged into two subchapters. They are review on related theories and review on related studies. First, review on related studies will deal with criticisms on John Knowles' work, *A Separate Peace (1959)*. Then, some theories used in this thesis will be discussed in review on related theories. At this point, the writer applies theories of plot, conflict, and character and characterisation.

A. Review on Related Studies

1. Some Criticisms on *A Separate Peace (1959)*

   The author of *A Separate Peace (1959)*, John Knowles is a less famous if we compared him with other American authors, such as William Faulkner, Mark Twain or Ernest Hemingway. The writer takes *A Separate Peace (1959)* because he is fascinated by the author's style of writing in revealing one of significant values in our lives, friendship. Here, several criticisms on *A Separate Peace (1959)* are taken from the novel itself, the internet and encyclopaedias. Paul Sadler Jr. in his essay in the internet says that war has become ancient history for schoolboys today, but the encroachments of war upon young men's lives remains essentially the same. And what makes *A Separate Peace (1959)* impressive is the
way it reaches into the existence of boys at school, an intense, competitive, often lonely existence, from which adult are largely excluded. Because this basis of living does not change, the boys pictured here are, with allowances for fashion, like those of any time (http://www.exeter.edu/library1/john_knowles/).

G.A. Kearns in Cassell's Encyclopaedia of World Literature, mentions that “the delicacy and wit of A Separate Peace (1959) (1959) characterises a style which is elegant but possesses an underlying toughness; a sense of acceptance is Knowles' most consistent theme”(Kearns, 1963: 804). Aubrey Menen in A Separate Peace (1959) says that the book is the best-written, best-designed and most moving novel. The characters are real, the tragedy is inevitable, and the setting is perfectly chosen. (1959: ff).

The writer sees A Separate Peace (1959) is not merely a book that tells about youth and war. Furthermore, it tells about significant elements inside man’s heart, the evil and the goodness. In the story, Gene Forrester and Finny represent the evil and the goodness. Finny is the symbol of the goodness. He is an ideal person, kind, honest, considerate, and compassionate. He is a leader of his friend and loyal toward his friend (a true friend). Gene, on the other hand, is the evil. He is Finny’s follower and betrayer. He first appears to be an admirable person, but deep down inside he is sinful and revengeful. Both the evil and the goodness in the story are two opposing factors in the hostilities. Gene who first sees Finny as his number one competitor begins to realize the kindness and tenderness of Finny. He accept that it is his fault not Finny’s. There is nothing wrong with him, it is Gene himself who is actually occupied by his evil and hatred.
We learn from the story that the balance between the evil and the goodness in man’s heart is necessary. If we cannot maintain the equilibrium, there will be insecurity and uncertainty in our life. Knowles has succeeded in exposing it in *A Separate Peace (1959)*. The novel has delivered an important message that suggest everyone must be aware of the creation of inner enemies in man’s heart.

**B. Review of Related Theories**

1. **Theories of Plot**

   The writer applies several theories of plot because the subject of this thesis is closely related with the function of plot as one of intrinsic elements in fiction. Theory of plot is used to show the relation of each sequence or event in *A Separate Peace (1959)*. By knowing its relation of the story’s sequences in plot, it will be easier for the writer to seek conflicts provided in the plot.

   Robert E.V. Jacobs and Henry F. in *Fiction: An Introduction to Reading and Writing* define plot as “a plan or groundwork for a story, based on conflicting human motivation, with the action resulting from believable and realistic human response” (1986: 8). In other words, the sequence of the novel must be integrated with human motivation.

   Kenney in his book, *How to Analyze Fiction* (1966), says that plot is an important element of a story. We can understand a story by understanding its events and its links of cause and effect. Plot has its own law as stated by Kenney that the writers are expected to follow certain laws in forming the plot of his story. First, “a story must have a true beginning, middle and end” (1966: 14). This law,
however, does not mean to bind the writers by temporal sequence in moving from the beginning through middle and end as Kenney adds, “the pattern of beginning-middle-ends is therefore a pattern of choice” (1966: 14). In the other words, the writer has freedom to start the story at one point and to end it at another one. Second, the story must be plausible and logical. Kenney states that a story is plausible when it is true to itself. He writes, “the law of plausibility is important because of the demand that a story must be realistic” (1966: 20). Third, the story should be occasionally surprising us as he writes, “we want to be surprised. The movement of a plot comes chiefly from its ability to arouse questions in our minds, appealing to our curiosity, hope and fear” (1966: 21). The fourth law in governing plot is that a plot should arouse suspense or the outcome of the story. According to Kenny, the suspense is more than a matter of knowing how things will come out. The simplest meaning of suspense that is something we want to know (1966: 22).

Murphy in his book, *Understanding Unseens* (1972), plot is defined as “a carefully thought-out plan in which all the events, all the actions and reactions of the characters, contribute towards the forward movement of the story. The story then moves on, carrying the reader with it up and over a series of crests until the climax of the story is reached and everything is resolved, generally to the reader’s satisfaction” (1972: 134).

In *A Handbook of Literary Terms* (1953), Aristotle, as quoted by Yelland et al, classify the plot as follow: dramatic plot is the conventionalised framework followed more or less closely by most plays and many novels and short stories. It
is an artificial arrangement of incidents, the main purpose of which is to capture and hold the interest and provide an artificially satisfying conclusion. Traditionally it falls into the following divisions: exposition (the characters are introduced, the background sketched and the problem stated), raveling or complication (the interest is quickened and suspense created by the introduction of difficulties, which seem to stand in the way of a satisfactory conclusion), climax (the point of greatest expectancy, the cumulative effect of preceding incidents), and denouement or unravelling (the conclusion is finally worked out). This pattern is alternatively stated as exposition, rising action, and falling action. (1953: 162),

The German, Gustaf Freytag in his *Technique of The Drama* (1863), as quoted by Abrams develops a pyramid to describe a typical five-act tragedy that can be applied into fictions. The opening part of the story is exposition. In this part the author explains the nature of conflicts, introduces the characters, describes the setting or provide the historical background. From this the author gives the first conflict in which the story really begins. This part is followed by the rising action or complication. The author introduces a series of events with causal relationship. Usually, this part is the longest portion of the story. Each event intensifies the conflict, so the story rises toward a climax, that is when it becomes clear which way the conflict will be resolved. The final part of the story is resolution that shows how the conflict is settled (Abrams, 1981: 189).

In line with Gustaf, when the rising action has created conflicts, we come to the middle part of the story. Perrine defines conflict as a clash of action, ideas, desires, or wills (1974: 44). He groups conflict into three types namely the
conflict against man, man against environment, and man against himself.

The part coming after the climax, according to Abrams is crisis or turning point of the fortunes of the protagonist (1981: 139). The crisis is then followed by denouement, in which, "... the action or intrigue ends in success or failure for the protagonist, the mystery is solved, or the misunderstanding is cleared away."

To make the discussion more complete, the writer also refers to Graham's theory about another element of plot namely suspense. According to him, suspense is when the conflict sets up at least two opposing forces (1981: 84). Suspense in a story arises from the reader's growing concern about what is going to happen next and how, Abrams states suspense as follows:

"An anxious uncertainty about what is going to happen, especially to those characters whose qualities are such that we have established a bond of sympathy with them is known as suspense" (1981: 138). Regarding suspense, Abrams introduces a device that is conducive to suspense, namely foreshadowing (1981: 22). Panuti Sudijiman says that foreshadowing is an event to prepare the following action (1988: 35). The author to indicate any event later uses foreshadowing. The author lets the reader guess what will happen by offering an indication. One of important devices in narrating the story is called flashback. If we relate this to the definition of flashback given by C. Hugh Holman and William Harmon in their book, *A Handbook to Literature* (1986), we can categorise *A Separate Peace* (1959) as a flashback novel. They define it as: "A device by which the writer of a FICTION, a DRAMA, or a FILM presents SCENES or INCIDENTS that occurred prior to the opening SCENE of the work. It is a method of presenting
EXPOSITION dramatically. Various devices may be used, among them recollections of the characters, narration by the character, dream sequences, and reveries. A work may begin with a funeral or other such terminal event and then go back into the past to show what passed before, so that a large part of the work is technically one protracted flashback.” (1986: 204).

2. Theories of Conflict

The writer applies theory of conflict in order to know the type of conflict appeared in *A Separate Peace* (1959). Moreover, it will help the writer to know the contribution of the conflicts to the major characters' development.

Robert Stanton in *An Introduction to Fiction* (1965) mentions that one of the elements of the plot in the story is conflict. Every work of fiction contains obvious internal conflicts between two desires within a character, or external conflicts between characters or between character and his environment. These specific conflicts are in turn subordinate to the central conflict, which may be internal, external, or both. A central conflict is always between fundamental and contrasting qualities or forces, such as honesty and hypocrisy, innocence and experience, individuality and the pressure to conform. This conflict is the core of the story's structure, the generating centre out of which the plot grows. A story may contain more than one conflict of forces, but only the central conflict fully accounts for the events of the plot. Obviously, the central conflict of a story is intimately related to its theme: the two may even be identical. (1965:16).

of Literary Terms (1991), "conflicts not only imply the struggle of a protagonist against someone else or something. It also implies the existence of some motivation for the conflict or some goal to be achieved thereby. Here, conflict is the raw material out of which plot is constructed." (1991: 107-108). Elgin F. Hunt in his book, Social science. An Introduction to The Study of Society (1955), says that conflict does not always have forms in direct ones, such as frontal war, fight, raid, riot or any kind of open hostilities. Conflict does not always mean hate, hatred, or distrust. Conflict also can happen just through the limit of differences of opinion, perspectives, judgements, and opposing arguments. This type of conflict happens because group tends to evaluate certain matters based on its own perception or point of view, which is influenced by their aspects of culture, values, religion, belief, and norms or moral standards. (Hunt, 1955: 31-32)

Crosby E. Redman in this book, A Second Book of Plays (1964), says that in studying conflict, it is important to trace the problem. Redman suggests the way to trace the problem:

"As soon as possible, discover what problem has arisen as a result of the situation, what the main character, or characters, decide to do about it and why. This decision leads to a conflict or struggle between two opposing force. Note especially what the conflict is and who or what is involved in it. Once this has been made clear in the play, nearly everything that happens thereafter is related to the conflict and effects, in some way, how the conflict is resolved and what the outcome will be." (Redman, 1964: ix)

Conflict, according to Holman and Harmon, is the struggle that grows out of the interplay of the two opposing forces. Conflict provides interest, suspense, and tension. At least one of the opposing forces is usually a person, or, if an animal or an inanimate object, is treated as though it were a person. This person,
usually the protagonist, may involve in conflicts of five different kind: a struggle against nature; struggle against another person, usually the antagonist; struggle against society; struggle for mastery by two elements within the person; struggle against destiny or fate (1986: 80).

Robert and Jacobs define conflict as the opposition between two characters. It may also exist between two characters. It may also exist between larger groups of people, although in fiction conflicts between individuals are more identifiable and therefore more interesting. Conflict may also exist between an individual and larger forces, such as natural objects, ideas, and modes of behaviour, public opinion, and the like. The existence of difficult choices within an individual's mind may also be presented as conflict, or dilemma. In addition, the conflict may be presented not as direct opposition, but rather as a set of comparative or contrastive ideas or values (1987: 88).

According to Kenney, the conflicts in such a way that they reach the climax through complication. Kenney states that, "The movement from the initial statement of conflict to the climax is often referred to as complication. The climax is reached when the complication attains its highest point of intensity, from which point the outcome of the story is inevitable. (1966: 18).

Rohrberger and Woods in Reading and Writing about Literature, state that conflict is the struggle that occurs between the protagonist and antagonist, fate or environment, or within the protagonist or with the conflicting value system. It is also called complication (1971: 180).
3. Theories of Character and Characterization

M. H. Abrams in his book, *A Glossary of Literary Terms*, points out that characters are the persons presented in a dramatic or narrative work, who are interpreted by the readers as being endowed with moral and disposition qualities that are expressed in what they say- the dialogue- and by what they do- the actions. (1981: 20). It means that characters in a story show moral and natural qualities of mind through the dialogue and the action of the characters in the story. Based on the importance, characters are categorised into:

a. Main or major character

A major character is usually the centre of the story. He or she is the most important character in the story. Usually, the acts of the story are focused on this character from the beginning until the ending parts. The core of the story is highlighted through this character's experience.

b. Minor character

Minor characters appear in a certain setting, just necessarily to become the background for the major characters. Their roles are less important than the major character because they are not fully developed characters and their roles in a story are just to support the development of the major character (Abrams, 1981:20). Characters are also divided into two types based on the internal complexity, they are

a. Flat character

A flat character is presented without much individualising detail, and therefore can be adequately described in a single phrase or sentence. It also can
be “a single idea or quality.”

b. Round character

A round character is complex in temperament and motivation and is presented with subtle particularity. He is as difficult to describe with any adequacy as a person in real life is and like most people, he is capable or surprising us (Abrams, 1981: 20). Characterising by one or two traits, flat characters can be written in a sentence to describe whether they are good or bad character. It makes flat character not full developed. Round characters are complex and many sided in their temperament so that the characters have much proportion for their development.

A character may develop or not the change maybe worse or better, large or small. Based on their development or changes, according to C. Hugh Holman and William Harmon in their book, *A Handbook to Literature* (1986), characters are also categorised into two types:

a. Static character

A static character is one who changes little. The things that happen to such character without things happening within. The pattern of action reveals the character rather than showing the character changing in response to the actions. Sometimes a static character gives the appearance of changing simply because our picture of the character is revealed bit by bit.

b. Dynamic character

A dynamic character is one who is modified by actions and experiences, and one objective of the work in which the character appears is to reveal the
consequences of these actions (Holman & Harmon, 1986: 83). To judge whether they are static or dynamic is not only based on a change in a condition or little change in opinion, but there is a process to make the change.

Koesnibroto in *The Anatomy of Prose Fiction* (1988) says that the characters in a story can be distinguished in two types, major character and minor character. Major character is the most important character in a story. Basically, a story is about this character, but he cannot stand on his own characterisation, he needs other characters to make the story more convincing and lifelike. These other characters can be classified as minor characters that are less important than the major character (1988: 67).

In *Literature: Structure, Sound and Sense*, Perrine (1974) says that reading for characters are more difficult than reading for plot because characters are more complex, valuable and ambiguous. It is easier for the readers to interpret what a person has done in a story than to describe what a person is. All fictional characters may be classified as static or developing characters. The static character is the same sort of a person at the end of the story as he was at the beginning. The developing (or dynamic) character undergoes permanent change in some aspects of his character, personality or outlook. The change may be a large or a small one. It is may be for better or worse, but it is something important and basic (1974: 70-71). M.J. Murphy (1972) gives the ways in which the author attempts to make his characters understandable and lifelike for his reader. The ways he proposes are:
1. Personal description

The author describes a character from his physical appearance like his build, his face, his skin, his eyes, his hair or his clothes (1972: 161-162), for example in *A Separate Peace* (1959):

“He opened his green eyes wider and gave us his maniac look, and only the smirk on his wide mouth with its droll, slightly protruding upper lip reassured us that he wasn’t completely goofy.” (Pp. 6).

2. Character as seen by another

The author uses another character’s eyes and opinions to describe the character he wants to expose (1972: 162), for example in *A Separate Peace* (1959):

“We met every night, because Finny’s life was ruled by inspiration and anarchy, and so he prized a set of rules. His own, not those imposed on him by other people, such as the faculty of the Devon School.” (Pp. 26).

3. Speech

What a character says can give the readers a clue to his character. The conversation in which the character is involved and the way he puts forward his opinion may show the readers the personality of the character (1972: 164), for example in *A Separate Peace* (1959):

“I think that was better than Finny’s, “ said Elwin-better known as Leper-Lepellier, who was bidding for an ally in the dispute he foresaw.

“All right, pal,” Finny spoke in his cordial, penetrating voice, that reverberant instrument in his chest, “don’t start awarding prizes until you’ve passed the course. The tree is waiting.”

Leper closed his mouth as though forever. He didn’t argue or refuse. He didn’t back away. He becomes inanimate.” (Pp. 9).

4. Past life

Sometimes the character’s past life shows the readers important clues to get to
know about the character. It can be described by the author’s direct comment, through the character’s thoughts, through the character’s conversation, or through the medium of another person (1972: 166), for example in *A Separate Peace* (1959):

“Looking back now across fifteen years, I could see with great clarity the fear I had lived in, which must mean that in the interval I had succeeded in a very important undertaking: I must have made my escape from it.
I felt fear’s echo, and along with that I felt the unhinged, uncontrollable joy which had been its accompaniment and opposite face, joy which had broken out sometimes in those days like Northern Lights across black sky.” (Pp. 2).

5. **Conversation of others**

The readers can get to know a character through the conversations of other people and the things they say about him. What people often give the readers a clue to the character spoken about (1972: 167), for example in *A Separate Peace* (1959):

“This is the first time Finny’s gotten going on anything since...he came back.”
“Has he been kind of non-functional, hasn’t he? He isn’t brooding, is he?”
“No, he wouldn’t brood.”
“No, I don’t suppose he would. Well, if you think it’s something Finny really wants.” (Pp. 122).

6. **Reactions**

The character’s reaction to various situations and events shows the character’s tendency, and this tendency gives the readers a clue about the character’s personality (1972: 170), for example in *A Separate Peace* (1959):

“I was reading in the paper that we bombed Central Europe for the first time the other day.” Only someone who knew Phineas as well as I did could realize that he was not changing the subject. I waited quietly for
him to make whatever fantastic connection there might be between this
and his shirt. "Well, we've got to do something to celebrate. We
haven't got a flag, we can't float Old Glory proudly out the window. So
I'm going to wear this, as an emblem." (Pp. 18).

7. Direct comment

The author directly gives his personal description and comment on the
character he creates (1972: 170), for example in *A Separate Peace* (1959):

"You were very good," said Finny good-humouredly, "once I shamed
you into it."
"You didn't shame anybody into anything."
"Oh yes I did. I'm good for you that way. You have a tendency to back
away from things otherwise."
"I never backed away from anything in my life!" I cried, my
indignation at this charge naturally stronger because it was so true."  
(Pp. 10).

8. Thoughts

By letting the readers come into the inmost thought of the character in a novel,
the author wants to show the personality of the character. If the readers are
subjectively involved in the characters' thoughts, they can understand the
characters' personality and positions. The readers feel as if they are the
characters themselves (1972: 171), for example in *A Separate Peace* (1959):

"You always win at sports." This "you" was collective. Everyone
always won at sports. When you played a game you won, in the same
way as when you sat down to a meal you ate it. It inevitably and
naturally followed. Finny never permitted himself to realise that when
you won they lost. That would have destroyed the perfect beauty, which
were sports. Nothing bad ever happened in sports; the were the absolute
good." (Pp. 27).

9. Mannerisms

The character's personality also can be described by the author through his
mannerisms, habits, or idiosyncrasies in his fictional life (1972: 173), for
example in *A Separate Peace* (1959):

"The sports Finny played officially—football, hockey, baseball, lacrosse—didn’t have school records. To switch to a new sport suddenly, just for a day, and immediately break the record in it—that was about as neat a trick, as dazzling a reversal as I could, to be perfectly honest, possibly image." (Pp. 37)

C. Theoretical Framework

Theories of plot, conflict, and character and characterization are important to answer the problems in Chapter 1. First, the writer uses the theory of plot because this thesis deals with the contribution of conflict toward the main character’s development. The plot has a great influence toward changes in the major characters’ personality, action, and way of thinking in the story. Through the sequence of events provided in the plot, it will be easier for the writer to understand exactly what kind of characteristic of the major characters described in the novel. By knowing the conflicts in the plot of the story, the analysis of the main character will be solid. Second, the writer will find out types of conflict provided in the story. Third, the theory of character and characterization is applied to solve the problem of the main character’s traits. In *A Separate Peace* (1959), we can find various characters with their characteristics or traits. One of them is known as main or major characters. It is necessary to apply theories of characterization and character to know what kind of traits developed by the major characters in the story. By using the theory, the writer is also able to explain the major characters’ development.
Finally, the theories of plot, conflict, and character and characterization are combined and applied in answering the contribution of the conflict toward the main character's development.
A. Object of the Study

The work analysed is a novel entitled, *A Separate Peace* (1959). This work was John Knowles’ first well-received novel. *A Separate Peace* has won the Rosenthal Award of the National Institute of Arts and Letters, William Faulkner award, and an award from the Independent School Education Board. It consists of 196 pages long. It is divided into 13 chapters and published in 1960. The version used in this paper is the 48th printing edition published on May 1979. It was printed in the United States of America in, the city of New York at the Bantams Books by arrangement with The Macmillan Company, New York.

*A Separate Peace* tells about sixteen years old boy, named Gene Forrester. He has created a strong bond in the friendship relation with his friend, Finny at Devon school in New England, United States of America, during World War II. Here, the friendship does not only create fondness among Gene and Finny but there is a secret jealousy in the friendship. It also brings effect toward the character of Gene Forrester as he feels that the friendship with Finny influences his way of thinking and personality. For Gene himself, there is development from immature to mature person.
B. Approach

To evaluate the novel, the writer took the formalistic approach. The writer used the formalistic approach since the thesis dealt with the intrinsic elements that were character, characterisation and plot. It was the most suitable approach to be chosen and to answer three problems in the problem formulation. According to Guerin in *A Handbook of Critical Approach to Literature* (1979), he states that

"Formalistic criticism has its sole object the discovery and explanation of from in the literary work. This approach assumes the autonomy of the work itself and thus the relative unimportance of extra literary considerations such as the author's life, his times, sociological, political, economic, or psychological implications." (1979:13).

It approached the work as the work itself without being influenced from outside factors. By using formalistic approach, the literary work was presumed as a unity that the parts could not be separated and close intertwined. Therefore, the analysis was more on the relation between the intrinsic elements of the work. The writer applied this approach because it was the appropriate way in revealing and getting the message in *A Separate Peace*.

C. Research Procedures

The writer conducted a library research or desk research to answer the problem formulation mentioned in the chapter I. This kind of research was chosen because the writer was collecting the data from some books and encyclopaedias.

There were two sorts of sources that the writer used to support this analysis. They were primary and secondary sources. The primary source was the
novel itself, *A Separate Peace*. The writer had read the original novel couple of times to get the core of the novel. Then some related theories were taken and studied. These theories were theories of plot, conflict, and characterisation and character that had relevant relation with the subject matter of the analysis. To collect information about the approach that would be used to analyse the problems, the writer used Guerin’s *A Handbook of Critical Approach to Literature* (1979).

There were several steps taken in this study that suggested as follows: first step was reading the novel, *A Separate Peace*, a couple of times. It was important to get a deep understanding of the content of the novel before the writer moved to the next step. In the second step, the writer focused his attention on the plot and the conflict in the story and then the main characters’ personality since those elements was relevant and related with the problems stated in the Chapter I. The third step was reading some books of comments, criticisms about John Knowles’ *A Separate Peace* and several books or references about theory of plot, conflict and characters, characterisation. In this step, the writer tried to understand how to analyse the plot, conflict, and characters and to know John Knowles’ work, *A Separate Peace*, in others’ point of view. This was a crucial part in supporting the analysis of the collected data in the second step. The fourth step was taking an appropriate approach that the writer would use in this paper. The writer took the formalistic approach to analyse the novel. The fifth step was analysing the novel to find out the answer of the problems. Finally, the last step was making conclusion from the discussion.
A. Plot of *A Separate Peace*

The writer will analyse the plot of *A Separate Peace* (1959) based on the story from chapter I to chapter XIII. The first chapter reveals the introduction. The next chapters will deal with the development of the story, until they reach the conclusion in the end of chapter XIII. The plot of *A Separate Peace* (1959) is arranged into three parts. In the beginning, the character of Gene Forrester is introduced as 31 years old person who revisited his old school at Devon. In the middle, the position of the character moves from the old Gene to the young Gene. In this part, the story reveals the problems of the young Gene in his youth when he was a student of Devon school. It is told that Gene has built a close partnership with other student, Finny. Finally, the story ends by the death of Finny, Gene's best friend. The death is the resolution that represents the transformation of Gene Forrester from immature to mature man.

1 The Beginning

John Knowles composed *A Separate Peace* (1959) in a flashback method. The flashback begins midway through the first chapter and lasts throughout the novel. The story is about to begin when the old Gene revisited his old school at
Devon. It is located in New Hampshire, Southern part of the United States of America. The story took place in the years of 1942 through 1944 at the same time as World War II.

"I went back to the Devon School not long ago, and found it looking oddly newer than when I was a student there fifteen years before. It seemed more sedate than I remembered it, more perpendicular and strait-laced, with narrower windows and shinier woodwork, as though a coat of varnish had been put over everything for better preservation. But, of course, fifteen years before there had been a war going on. Perhaps the school wasn't as well kept up in those days; perhaps varnish, along with everything else, had gone to war" (Pp. 1).

The main reason of his comeback is that the old Gene could not forget his rebellious adventure with his best friend, Finny, in the summer session, 1942. The place has provided pleasant and also unpleasant memories for him. At his first arrival, the old Gene seems to dislike the new look of Devon because it makes the school looks like a museum. There had been the atmosphere of fear, struggle, competitiveness, fun, and hatred in the school when he was there. Now the condition is clearly different in his mind. Gene feels that the school has lost all of its rebellious air, very conservative without Finny's and his presence there. He symbolises it as "a candle that is blinked out the day I left" (Pp. 1).

The following day, Gene takes his second tour around the school to examine several places closely. After finishing his lunch at Devon Inn, he walks back to the school. He decides to visit two places that have an important meaning for him. He walks along Gilman Street and makes his way across a wide yard, called the Far Common and up to a building with a large cupola and a bell and a clock and Latin inscription over the doorway, the First Academy Building. He
stops and notices the school’s marble steps. It is the same stairs as he had walked up and down at least once every day of his life at Devon. The hardness of the marble steps is still “the same as ever” (Pp. 3). It is the same as Gene’s harsh experience and fear those days at Devon. The marble steps have a significant meaning toward Gene since it witnessed the second fall of Finny. Here, Finny broke his leg for the second time.

Then he goes outside and passes the dormitories and the gymnasium. His next destination is The Far Common. Gene walks alone down the wide gravel paths toward the far side of the school. He eventually reaches the river and searches for a specific tree on its banks. He identifies his tree by a number of scars on its trunk and one of its branches sticks out over the river. He notices that the tree now seems so much smaller that it did during his youth, “shrunken by age.” (Pp. 6). The tree witnessed Finny’s first fall. The two places foreshadow transformations that will happen on Gene Forrester later in the next chapters. In the end of his tour, the old Gene’s memory flashes back to the summer of 1942 when he was sixteen and standing at the foot of the same tree with Finny. His flashback is about to begin when he tells about Finny’s crazy idea of jumping out of the tree.

2 The Middle

   a. The Initial Statement of Conflict

Gene, Finny, and their classmates, Brinker, Chet Douglass, and Leper Lepellier are standing under the tree. Finny says that he has a crazy idea that is
jumping out of the tree. He will be the first who tries and demands others to do the same thing. After he jumps, he points out Gene to be the next jumper. Finny forces Gene to jump from the tree into the river, just like him, to show their togetherness. First, Gene refuses it. He feels that it is not an appropriate thing to do but Finny forces him to jump. Finally, Gene climbs and makes his jump. Some tips of branches snap past him and then he crashes into the water. His legs hit the soft mud of the bottom, and then he is back on the surface being congratulated.

Here, for the first time, Gene feels that his relation with Finny is an extraordinary friendship. Finny is not only a friend but beyond that he thinks that Finny seems to get some kind of hold over him (Pp. 9). There is a sense of competition in the friendship. The incident when Finny forced Gene to jump is called the initial statement of conflict because at this point, Gene's prejudice toward Finny's attitude begins to grow. As the novel progresses, we will notice that Gene's envy and resentment begin to grow along with his friendship with Finny.

b. Rising Action or Complication

The conflicts become complicated when Gene starts to think about the pureness of the friendship. The next day after the incident, Finny asks Gene to do their homework in the dormitory instead of having dinner. As the result, both of them have to see the substitute teacher, Mr. Prud'homme who practices the Devon school rules; missing dinner is one of them. In the meeting, Finny
explains that they have missed the dinner for a specific reason. They had jumped out of the tree that would be beneficial later when they enlist in the war. Listening Finny’s explanation, Gene is anxious because he knows that jumping out of the tree is more forbidden than missing the meal. However, Finny still sticks to his explanation innocently. Mr. Prud’homme is shocked with Finny’s speech. Then everyone is taken by surprise because Mr. Prud’homme does not give any punishment but let them free. From this experience, Gene realises that Finny has an ability to manipulate people from his way of talking.

"It was hypnotism. I was beginning to see that Phineas could get away with anything. I couldn’t help envying him that a little, which was perfectly normal. There was no harm in envying even your best friend a little." (Pp. 18).

Gene is amazed and envious with Finny’s ability in dealing with others. He makes an excuse for being envious toward Finny by saying “there was no harm in envying even your best friend a little.” (Pp. 18). In the next chapter, we will find that this excuse has an important meaning to Gene’s understanding toward Finny’s attitude.

After the incident, Gene joins Finny in a game called blitzball. The game utilizes a medicine ball that Finny has found lying around. The competition in the game is not between two permanently divided teams but rather shifts as the ball is passed from one player to another player. Whichever boy possesses the ball at a given moment becomes the target for the other players, who try to tackle him, the boy may try to either outrun the others, or pass the ball off to another. The game produces no real “winner.” (Pp. 29-31). Finny, the creator of
blitzball, says that it is only for athleticism; no one win, no one lose in the game. The idea of no real winner in blitzball is like Gene’s experience in the blitzball, as he is definitely not the winner, but only the object of mocking in the game. Gene feels that Finny manipulates him and seems to enjoy it. He is the main and the only target in the game. Gene is upset when everyone only tackles and attacks him in the game. Gene feels that Finny only uses him for gaining his own popularity and enjoyment. It again brings jealousy over him to experience Finny’s treatment.

Later Gene’s jealousy brings him into a situation in which he acts improperly toward Finny. It happens when Finny forms a club called *The Super Suicide Society of the Summer Session* to gather other classmates in a bond of brotherhood. In the first meeting of the club, Finny and Gene jump out of the tree into the river as an opening of *The Super Suicide Society of the Summer Session*. When they are on the limb of the tree, suddenly Gene loses his balance and almost falls. Fortunately, Finny stands right beside him and seizes Gene so that Gene does not fall down on the riverbank and break his legs. After the incident, Gene does not show any gratitude toward Finny’s help. In reality, if others save us in the accident like that, it is morally our obligation to thank for it. What happens in the incident is beyond expectation; Gene thinks that he has no obligation to show his gratitude toward Finny for saving his life. Now Gene Forrester is a person who is full of enmity.

“Yes, he had practically saved my life. He had also practically lost it for me. I wouldn’t have been on that damn limb except for him. I wouldn’t have turned around, and so lost my balance, if he hadn’t been there. I
did not need to feel any tremendous rush of gratitude toward Phineas." (Pp. 25).

Gene feels that he would not on the limb except for Finny. Therefore, he sees that he owes Finny nothing. He considers Finny’s help as a false one, not from Finny’s heart.

In the previous discussion, Gene has made the excuse for being envious toward Finny by saying “there was no harm in envying even your best friend a little” (Pp. 18). Now, it finally becomes true when Gene says, “You and Phineas are even already. You are even in enmity.” (Pp. 45). Gene assumes that Finny is also jealous with him. He is envious with Gene’s achievement in academics. Although Finny is good at sports but he is actually poor in academics. Gene thinks that Finny tries to destroy his academics, for example, by asking him to break the school rule. It also explains Finny’s attitudes in the blitzball game, the Super Suicide Society nightly meetings, and other stupid things done together with Finny.

“The way I believed that you’re-my-best-friend blabber! The shadow falling across his face if I did not want to do something with him! His instinct for sharing everything with me? Sure, he wanted to share everything with me, especially his procession of D’s in every subject. That way he, the great athlete, would be way ahead of me. It was all cold trickery, it was calculated, it was all enmity.” (Pp. 45).

Up to this point, the accumulation of Gene’s disappointment and curiosity toward Finny’s disposition has already crystallized, “he had never been jealous of me for a second. Now I knew that there never was and never could have been any rivalry between us. I was not of the same quality as he. I couldn’t stand
this.” (Pp. 51). Gene cannot accept the truth that in terms of sports and popularity, he is not equal with Finny. He feels beaten, “I couldn’t stand this.” (Pp. 51).

The conflicts in the story become more complex. Now Gene’s assumption toward Finny brings him into a new understanding that suggests his best friend is also jealous with him. Finny tends to ruin his days by wrecking his study and placing him in a deep humiliation. Later Finny’s mistreatment toward Gene causes a horrible accident that will bring a great effect to both Gene and Finny.

c. The Climax

The conflicts in the story are mainly about Gene’s jealousy and resentment toward Finny. Gene’s inability to be equal with Finny’s popularity and leadership has made him viewing Finny as his enemy. Finny has ruined his life only for a sly winning over him. Later Gene’s hatred reaches its turning point when Gene makes an awful action toward Finny.

The crucial period happens when Leper Lepellier is finally brave enough to make his jump out of the tree. He makes his jump because The Super Suicide Society demands jumping out of the tree as its requirement. He calls Gene and Finny to witness him in making the jump. Before Leper jumps from the tree, Finny and Gene officially open the Super Suicide Society by making their jumps. At this moment, Gene is at his most mean and corrupt mind. When he and Finny are together on the limb, suddenly, Gene jounces it and makes Finny’s body imbalance. Finny knocks down into the banks and shatters his leg.
"Holding firmly to the trunk, I took a step toward him, and then my knees bent and I jounced the limb. Finny, his balance gone, swing his head around to look at me for an instant with extreme interest, and then he tumbled sideways, broke through the little branches below and hit the bank with a sickening, unnatural thud. It was the first clumsy physical action I had ever seen him make. With unthinking sureness I moved out on the limb and jumped into the river, every trace of my fear of this forgotten." (Pp. 52).

After the accident, Finny is brought to the school clinic. Dr. Stanpole who examines him says that Finny shatters his legs. It is really a great shock for Finny because it destroys his sports ability. Along with Finny’s fall, a sudden relief comes over Gene. There is no expression of shock at the moment of Finny’s fall. Gene feels liberated. “Every trace of my fear of this forgotten.” (Pp. 52). He finally can “beat” his friend.

d. Suspense

First, Finny comment on Gene’s success in his first jump from the tree is called as suspense because it has made the readers wonder why Finny gave such comment to Gene.

“You were very good,” said Finny good-humouredly, “Once I shamed you into it.”
“You did not shame anybody into anything.”
“Oh yes I did. I’m good for you that way. You have a tendency to back away from things otherwise.”
“I never backed away from anything in my life!” I cried, My indignation at this change naturally stronger because it was so true. “You’re goofy!” (Pp. 10).
If we look at his comment, it seems that Finny knows Gene’s very well. The readers wonder why Gene also considers it true and speculates what happens next in the story.

Another suspense is when Gene joins the valedictorian class election. Finny suspects him of trying hard to be the class valedictorian, which Gene denies. Suddenly, he realizes that he does, in fact, wants to be valedictorian so that he can match Finny and all of his athletic awards.

“You wouldn’t—I wasn’t sure I had the control to put this question—mind if I wound up head of the class, would you?”

“Mind?” Two clear green-blue eyes looked at me. “Fat chance you’ve got, anyway, with Chet Douglass around.”

“But you wouldn’t mind, would you?” I repeated in a lower and more distinct voice.

He gave me that half-smile of his, which had won him a thousand conflicts. “I’d kill myself out of jealous envy.” (P.44).

Here, Gene wonders whether Finny would be mind if he wins the election. Finny answers that he would kill himself out of jealous and envy. The answer makes the readers curious. They wonder and wait whether Finny holds his words strongly or not until the end of the story.

e. Foreshadowing

The foreshadowing in the story appeared in the beginning of the story. Before his flashback, the old Gene made references to a “death by violence” and to “fears” that he had felt at school, which are associated with the marble steps and the tree. These remarks foreshadow Gene’s revelation of Finny’s two accidents: the falling from the tree and the falling down the steps, “There were a
couple of places now which I wanted to see. Both were fearful sites, and that was why I wanted to see them.” (Pp. 2). The places witness the falls of Finny in the story. By mentioning the places in the beginning of the story, Knowles prepares his readers to what occurs later in the plot.

Another foreshadowing in the story is when Brinker brought Gene and Finny to a meeting. Above the main door of the First Building in which the meeting is held, there is an inscription “...Here Boys Come to Be Made Men.” (Pp.157). Indirectly, the inscription foreshadows about what will happen next in the story. In the room, Gene’s maturity is being tested.

3. The End

a. The Falling Action

In the clinic, everyone talks to Gene about Finny’s injury but no one suspects him of any wrongdoing yet. The following night after the incident, Gene spends time alone in his room questioning himself. He wants to figure out the evil force inside him that has injured Finny. In hopelessness, he suddenly decides to put Finny’s shoes, and clothes. When he looks at the mirror, he sees himself as Finny, and a sudden relief comes over him.

“But when I looked in the mirror it was no remote aristocrat I had become, no character out of day-dreams. I was Phineas, Phineas to life. I had no idea why this gave me such intense relief, but it seemed, standing there in Finny’s shirt, that I would never stumble through the confusions of my own character again.

“....That night I slept easily, and it was only on waking up that this illusion was gone, and I was confronted with myself, and what I had done to Finny.” (Pp. 54).
It is important to notice that first thing Gene did after the tragic fall is putting on Finny’s clothes and acting Finny’s expression in the mirror. To soften his guilt about his involvement in the fall, Gene seeks to escape himself and finds refuge in someone else’s clothing and identity. Moreover, the changing role allows Gene to escape his own guilty. It enables him also to reduce his degree of resentment. Gene feels guilty about the accident because he knows how envious he was of Finny and cannot help but he keeps thinking that this envy somehow influenced his actions. By dressing up as Finny, however, Gene purges himself of this envy by becoming the object of it. He enjoys the process of the transformation, something that he really wants.

After the guilty feeling rises, Gene decides to make his confession about the accident at Finny’s house. Gene meets Finny at his house after Finny is getting better.

“My own voice sounded quiet and foreign. “I jounced the limb. I caused it.” One more sentence. “I deliberately jounced the limb so you would fall of.” He looked older than I had ever seen him. “Of course you did not.”

“Yes, I did. I did!”

“Of course you did not do it. You damn fool. Sit down, you damn fool.”

“Of course I did!” (Pp. 62).

Finny cannot believe Gene’s confession. He denies accepting the truth brought by Gene. Finny’s answer makes Gene confused. He begins to realize that his best friend, Finny, is really a good-hearted person and lack of envy, which means that Finny never reacts on Gene’s resentment, “I’d kill myself out of jealous envy.” (Pp.44). This realization never occurs on Gene’s mind before.

In the beginning, Gene thinks that Finny also wanted to grab him and made both
of them falling down into the banks. Finny’s statement is beyond Gene’s expectation.

By saying the truth, Gene is ready to face the failure of their friendship. Finny’s words suggest that he still regards Gene as his best friend. At this moment, Gene’s envy is gradually declined and the idea of being the part of Finny is getting stronger. The changing role has brought Gene into a new position. Gene first sees Finny as his competitor, now Gene is like Finny’s protector. His own identity has blurred, now he is part of Finny.

“I had never pictured myself in the role of Finny’s defender, and I did not suppose that he would thanked me for it now. He was too loyal to anything connected with himself—his roommate, his dormitory, his class, his school, outward in vastly expanded circles of loyalty until I couldn’t imagine who would be excluded. But it did not feel exactly as though I had done it for Phineas. It felt as though I had done it for myself”. (Pp. 72).

In the winter, Finny is cured from his pain and ready to go back to Devon but he is unable to play sports again now. His dream of being an Olympic athlete fades away. To make his dream comes true, Finny asks Gene to play sports for him. He approaches Gene to replace him in the Olympic.

“Listen, pal, if I can’t play sports, you’re going to play them for me, and I lost part of myself to him then, and a soaring sense of freedom revealed that this must have been my purpose from the first: to become a part of Phineas” (Pp. 77).

From this point, Gene and Finny become even more intimate and develop interdependency. It means that both of them depend on each other for psychological support. Gene plays sports because Finny cannot, and Gene allows Finny to train him. This training seems an avenue for Finny simply to live
through Gene. Gene accepts this attempt of transforming him into an athlete (Finny) pleasantly. Gene finds happiness in losing his own self-identity (which he seems to dislike) in Finny self (which he likes very much). Gene begins to accept the truth of his false envy and resentment and realizes that Finny is a good-hearted person and true best friend for him. Here, Gene wants to compensate for his wrongdoing.

Several days after the accident, Brinker appears at Gene and Finny's room and brings them to the First Building. Brinker and other boys have set up a secret meeting that will discuss the cause of Finny's accident. In the First Building, Brinker asks Finny to make a clarification about the accident. Then Finny tells that he has lost his balance and fell. The boys ask what have caused him to lose his balance in the first place and also investigate about where Gene was at that time. Finny thought Gene was at the bottom of the tree. When Brinker allows Gene to give his comment, Gene agrees that he was but he cannot remember exactly what happen at that time. Suddenly, Finny recalls that he had suggested the double jump and that they were climbing the tree together. Gene tries to defend his words after there are differences opinions between their stories. Gene is shocked because he never predicts such statement comes out from Finny. He thinks Finny will keep the secret.

All of a sudden, Brinker refers to Leper, the boy who was with Gene and Finny in the accident. He sends two boys to find and to bring Leper to the room. When Leper is in the room, he explains that he saw two people on the tree and witnessed one of them had jounced the other one off the branch. Brinker asks
him the name of the person who had jounced the limb, but Leper by surprise becomes speechless. He says that he will not connect himself with a crime and will not open his mouth. Everyone is confused with Leper’s stillness. When Brinker insists Leper to explain his ambiguous statements, unexpectedly, Finny rises and cries that he does not have concern to what just happened in the room. He then runs away out of the room in tears. Soon afterward, the boys hear a horrible loud noise of Finny’s body falling down the marble staircase.

“The excellent exterior acoustics recorded his rushing steps and the quick tapping of his cane along the corridor and on the first steps of the marble stairway. Then these separate sounds collided into the general tumult of his body falling clumsily down the white marble stairs.” (Pp. 169).

After his second fall, the boys bring Finny back again to the school clinic. In the clinic, Finny states that he actually did not want to tell others about the truth of Gene’s involvement in the accident. He already knew the truth from Gene’s confession at his house. When he was in the meeting, he is uncertain whether to say it or not. However, Finny starts to realize that his understanding about Gene is not all true. At first he believes Gene as his true friend in whom he shares his joy and affection. Now his point of view toward Gene’s loyalty begins to decline. In the meeting, Finny actually waited Gene’s confession in front of others but Gene was failed. Gene covers the truth from the others. It has hurt Finny a lot and made him run away from the meeting. Finny is in a deep confusion knowing the truth about Gene. Finny questions himself about his trust on Gene. To put an end of his restlessness on Gene’s faith, he asks Gene:
"It as just some kind of blind impulse you had in the tree there, you did not know what you were doing. Was that it?"
"Yes, yes, that was it..."
".........I think I can believe that. Then that was it. Something just seized you. It wasn't anything you really felt against me, it wasn't some kind of hate you've felt all along. It wasn't anything personal."
"No, I do not know how to show you, Finny? Tell me how to show you. It was just some ignorance inside me, some crazy thing inside me, something blind, that's all it was." (Pp. 183).

Finny cries and assumes that some sort of blind impulse must have seized Gene on the tree and Gene had not known about what he was doing there. (Pp. 183). He asks Gene to confirm that it was only some impulses, not some deep feeling against him, which has taken hold of Gene that day. Gene answers that some "ignorance" or "crazy thing" inside has made him pushing Finny from the tree. Here, the writer sees that some "ignorance" or "crazy things" inside Gene are his envy and resentment that are never returned by Finny. Up to this point, Finny never explicitly blames Gene as the cause of his fall. It makes Gene understanding more of the goodness and honesty of Finny.

b. The Resolution

In the resolution, Finny finally dies. When the doctor resets his twice-broken leg, some of the marrow in Finny's bone gets into his blood stream and stops his heart, "This is something I think boys of your generation are going to see a lot of," he said quietly, "and I will have to tell you about it now. "Your friend is dead." (Pp. 185). Gene is sorrowful. He feels that he has destroyed his friend life. It is painful momentum for him to know that all this time, Finny lacks of envy and resentment. He is truly a good-hearted and innocent person.
Gene is depressed but he does not cry at Finny’s funeral. It shows that Gene always adopts some of Finny’s personality traits and keeps Finny as a part of him.

“I did not cry then or ever about Finny. I did not cry even when I stood watching him being lowered into his family’s strait-laced burial ground outside Boston. I could not escape a feeling that this was my own funeral, and you do not cry in that case.” (Pp. 186).

Gene’s reflection on Finny’s funeral suggests that the tie between Gene and Finny will last beyond death although it actually causes Finny’s death. After the funeral, Gene then enlists in the army. At this point, Gene comes to a new understanding that “I was ready for the war, now that I no longer had any hatred to contribute to it. My fury was gone, I felt it gone, dried up at the source, withered and lifeless. Phineas had absorbed it and taken it with him, and I was rid of it forever.” (Pp. 195).

Gene realises that he had his war during his years at Devon school. His enemy had been killed there. His war had ended before he ever put on a uniform. What Gene means by “his enemy” is Finny who has died on his hand because the evil force holds over him, “death by violence.” (Pp. 2). Gene Forrester says, “I never killed anybody and I never developed an intense level of hatred for the enemy. Because my war ended before I ever put on a uniform; I was on active duty all my time at school; I killed my enemy there.” (Pp. 196). Only Finny who never identifies the existence of the enemy to fight; thus it was Finny who never be afraid and never hates anyone. He is truly a true friend that Gene ever had. Here, the plot is managed to reach a tragic ending. It is so tragic that such a
noble person like Finny has to die while trying to change others. Finally, the story end with Gene Forrester packs his things from his school locker.

B. The Analysis of The Major Characters' Development in *A Separate Peace* (1959)

The writer will analyse the major characters' traits first before he proceeds to the discussion of the major characters' development. It is important to reveal the major characters' traits since the major characters' traits are the materials wherefrom we can identify the transformations of the major characters.

1. The Analysis of the Major Characters' Traits

a. Gene Forrester

John Knowles presents the character of Gene Forrester in two appearances. In the first appearance, Gene is in a position of an older person, thirty-one years old, who told his unforgettable memories of adolescence life fifteen years ago at Devon. The mature Gene is described as a confident and honest person. Knowles placed him as the narrator of the story. Therefore, in the entire plot of the story, the dialogues are from not only the young Gene but also some crucial commentaries or viewpoints are from the adult one. The old Gene tells the insecurity and fear feelings during his schooling at Devon. We can understand the characteristic of Gene Forrester through the story of his friendship with Finny at Devon in the summer session 1942.
"Looking back now across fifteen years, I could see with great clarity the fear I had lived in, which must mean that in the interval I had succeeded in a very important undertaking: I must have made my escape from it.

I felt fear's echo, and along with that I felt the unhinged, uncontrollable joy which had been its accompaniment and opposite face, joy which had broken out sometimes in those days like Northern Lights across black sky." (Pp. 2).

The physical appearance of young Gene is illustrated as five feet eight and a half inch tallboy and weighed one hundred and forty pounds. First, Gene is described as an obedient student. He is afraid of breaking the school regulation. When Finny asks Gene to go to the beach illegally in school time, he refuses it. Gene is actually afraid in taking risk. He is too submissive with the school law. Gene admits that he is obedient with the school law and living by the rules although in front of Finny he tries to deny it.

"The beach was hours away by bicycle, forbidden, completely out of all bounds. Going there risked expulsion, destroyed the studying I was going to do for an important test the next morning, blasted the reasonable amount of order I wanted to maintain in my life..." (Pp. 37).

"You are not going to start living by the rules, are you?"
I grinned at him. "Oh no, I wouldn't do that," and that was the most false thing, the biggest lie of all." (Pp. 63).

Another characteristic of Gene Forrester is described as an irresolute person who has a tendency to back away from challenges or other things. He sometimes finds difficulty in making an important decision right away.

"You were very good," said Finny good-humouredly, "once I shamed you into it."
"You did not shame anybody into anything."
"Oh yes I did. I'm good for you that way. You have a tendency to back away from things otherwise."
"I never backed away from anything in my life!" I cried, my indignation at this charge naturally stronger because it was so true." (Pp. 10).
Based on the quotation above, Finny seems to understand Gene’s characteristic more than Gene himself. Gene appears to agree with Finny’s statement. Later Finny’s statement comes to reality that Gene is actually uncertain about his own identity.

Gene’s strength is on his academics achievement. Gene is more intelligent than Finny. He is good at academics. Finny himself admits that Gene is good at academics. As he states,

“Listen, I could study forever and I’d never break C. But it’s different for you, you’re good. You really are. If I had a brain like that, I’d-I’d have my head cut open so people could look at it” (Pp. 50).

Although he is smart but it does not make him popular in school. Gene is too serious with his study and he even cannot enjoy the amusement of playing with others. In the Super Suicide Society club, others choose Finny as the leader rather than Gene. It shows that Finny is more popular than him. Gene is more like a follower rather than a leader.

“Was he trying to impress me or something? Not tell anybody? When he had broken a school record without a day of practice? I knew he was serious about it, so I did not tell anybody. Perhaps for that reason his accomplishment took root in my mind and grew rapidly in the darkness where I was forced to hide it.” (Pp. 36).

Based on the quotation above, the writer notices that Gene does not tend to express his admiration openly toward Finny, “the accomplishment took root in my mind and grew rapidly in the darkness where I was forced to hide it.” (Pp. 36). This attitude shows that he is sarcastic that links with his inability to show his emotion. He is a cold-hearted. In keeping the truth of being Finny’s secret
admiring, Gene becomes dishonest. He lies to Finny and others about the truth. When Brinker and others forced Gene to attend the meeting, Gene even lied about his involvement in Finny’s fall and denied all accusations, “Of course Finny was in the tree,” I said. However, I could not make the confusion last, “and I was down at the bottom, or climbing the rails I think...” (Pp. 162).

Later Gene’s emotion shifts from the admiration to the intolerance, Gene comes to his own evil prejudice about Finny’s closeness.

“...You and Phineas are even already. You are even in enmity...Then a second realization broke as clearly and bleakly as dawn at the beach. Finny had deliberately set out to wreck my studies. That explained blitzball that explained the nightly meetings of the Super Suicide Society, which explained his insistence that I share all his diversions. The way I believed that you’re-my-best-friend blabber! The shadow falling across his face if I did not want to do something with him! His instinct for sharing everything with me? Sure, he wanted to share everything with me, especially his procession of D’s in every subject. That way he, the great athlete, would be way ahead of me. It was all cold trickery, it was calculated, it was all enmity.” (Pp. 45).

He begins to think that all Finny’s generosity and loyalty in their friendship are false. Gene is secretly envious with Finny. There are two examples of Gene’s secret jealousy in the story. When Finny discovers the blitzball game, everyone enjoys the game. Gene’s true appreciation statement, “I believe a form of it is still being played at Devon,” (Pp. 31), suggests how the popularity of Finny at Devon shown through the game of blitzball is tremendous. This is a perfect example of Gene being jealous to Finny for creating such fun game; something that Gene cannot do. Another case of Gene’s jealousy is when Finny and Gene have to meet Mr. Prud’homme, the substitute teacher. Here, Finny shows his ability of manipulating people. He has set free both him and Gene from the
punishment of missing the dinner. Finny’s charisma and the ability of getting away from the trouble are things that Gene cannot afford, “It was hypnotism. I was beginning to see that Phineas could get away with anything.” (Pp. 18).

The jealousy also makes Gene becomes unthankful as we can see through the first accident of the routine jumping from the tree. When Finny helps Gene from falling from the tree, Gene who is already full of hatred and jealousy does not show any gratefulness. On the contrary, Gene considers that he would not have been on the tree except for Finny’s foolish idea. He thinks that he has no obligation to thank Finny for the aid.

“Yes, he had practically saved my life. He had also practically lost it for me. I wouldn’t have been on that damn limb except for him. I wouldn’t have turned around, and so lost my balance, if he hadn’t been there. I did not need to feel any tremendous rush of gratitude toward Phineas.” (Pp. 25).

In *A Separate Peace* (1959), Gene seems to lose his own identity and live as a part of Finny. He is uncomfortable with his own personality. In his attempts of copying Finny, Gene becomes mean, easily offended, insincere, full of hatred and jealous. The accumulations of those false feelings toward his best friend have caused a tragic death of Finny. It is the outcome of Gene’s inability to be superior. Gene cannot keep pace with Finny’s popularity and talents.

**b. Finny**

If we compare the characteristic of Finny and Gene, we will find that Finny’s traits are the opposing ones with Gene Forrester’s. Finny physically is
described as five feet eight and a half inch tall, one hundred and forty pound weight, brown hair, muscular legs and arms, and blue-green eyes. He is portrayed as a talented sixteen years old boy who has a strong influence in dealing with others. He is attractive and could shine with everyone.

"... I did not really think about it myself. What difference did it make? It was just a game. It was good that Finny could shine at it. He could also shine at many other things, with people for instance, the others in our dormitory, the faculty: in fact, if you stopped to think about it, Finny could shine with everyone, he attracted everyone he met. I was glad of that too. Naturally. He was my roommate and my best friend". (Pp. 32).

In his days at Devon, he used to encourage other students to act upon their wishes. Finny has a talent for fascinating others with his way of talking. He is charismatic. Gene admits that he is jealous and shocked with Finny’s ability to "hypnotize" people.

When he together with Gene breaks the school regulation by missing the dinner. We can see that Gene is anxious; meanwhile, Finny confidently faces the teacher and explains his wrongdoing. It shows Finny’s fearlessness to rebel against the school authority, something that does not belong to Gene. Finny is daredevil and rebellious. This characteristic of Finny is supported by Gene as "a student who combined a calm ignorance of the rules with a winning urge to do good, who seemed to love the school truly and deeply and never more than when he was breaking the regulations." (Pp. 16).

Finny is a creative student. Finny shows his inventiveness when he suddenly decides to put a bright pink shirt. He wears it to celebrate the success of the US army in bombing their enemies in Central Europe. No one at Devon
will take a risk of placing himself into such embarrassing moment. Although Gene says that Finny looks like a fairy (P. 17), Finny keeps wearing it proudly, and astonishingly, everybody seems to like it even the teachers.

"I was reading in the paper that we bombed Central Europe for the first time the other day." Only someone who knew Phineas as well as I did could realize that he was not changing the subject. I waited quietly for him to make whatever fantastic connection there might be between this and his shirt. "Well, we've got to do something to celebrate. We haven't got a flag, we can't float Old Glory proudly out the window. So I'm going to wear this, as an emblem." (P. 18).

Another example of Finny's creativity is when he used the school tie as his belt. Everybody knows that it is opposing the school custom and regulation but not for Finny.

"Mrs. Patch-Withers' glance then happened to fall on his belt. In a tentative voice she said, "Is not that the...ou..." Her husband looked; I panicked. In his haste that morning Finny had not unexpectedly used a tie for a belt. But this morning the first tie at hand had been the Devon School tie." (Pp. 20).

Besides being rebellious and inventive, Finny is known as the best athlete at Devon school. There are many trophies for his victorious achievement in sports. The incident when he broke the school swimming record without a day of practice shows Finny's ability in sports is really a great gift. It also shows that he is loyal with his class and his fellow students. When he tries to break the school swimming record, he says to Gene that as the member of the class, he has to do it because if he does not, it will be an insult for the whole class.

"You mean that record has been up there the whole time we've been at Devon and nobody's busted it yet?"

It was an insult to the class, and Finny had tremendous loyalty to the class, as he did to any group he belonged to, beginning with him and me and radiating outward past the limits of humanity toward spirits and
clouds and stars.” (Pp. 34).

Finny’s sports ability makes him characteristically superior than Gene. Finny is endowed with a tremendous talent: athleticism. The talent also brings up his popularity in the eyes of other students at Devon. Therefore, Finny is more popular than Gene at Devon.

Although Finny seems to be perfect in almost every way, Finny is actually poor in academics. Gene, on the other hand, is more intelligent. When there is a test, Finny always finds ways to skip the test. The writer also can prove that Finny is poor in academics through Gene’s statement below.

“I could see through that. I was more and more certainly becoming the best student in the school; Phineas is without question the best athlete, so in that way we were even. But while he was a very poor student I was pretty good athlete, and when everything was thrown into the scales they would in the end tilt definitely toward me. The new attacks of studying were his emergency measures to save himself. I redoubled my effort.” (Pp. 47).

Another important trait is that Finny is honest. When Gene urges him to admit that he is also jealous with him academically. Finny says “I’d kill myself out of jealous envy.” (Pp. 44). It is the truth that indicates how he deeply regards Gene as his best friend in whom he shares all his joy and sadness. It also shows that he is lack of jealousy toward Gene. Finny never tries to cover any secret from Gene. Finny’s statement above implies the most important trait that distinguishes Gene and Finny in the novel. Finny never shows any envy or resentment toward Gene. He is not envious with Gene’s achievement in academics. Finny’s inability to be envious is from his understanding about the
nature of sports or competition. Finny never permits himself to realize that when you win, the others lose, in terms of sports and other competitive activities. He thinks that as a rule, participating is a victory. In the blitzball game, nobody wins but everyone competes. It perfectly explains Finny’s point of view not only in athletics but also toward life in general.

“You always win at sports.” This ”you” was collective. Everyone always won at sports. When you played a game you won, in the same way as when you sat down to a meal you ate it. It inevitably and naturally followed. Finny never permitted himself to realize that when you won they lost. That would have destroyed the perfect beauty which was sports. Nothing bad ever happened in sports; the were the absolute good.” (Pp. 27).

Finny never considers others might be different from him, with different needs, desires and fears. By this understanding, he assumes that Gene also shares the same enjoyment in doing everything with him. Finny never bothers to ask himself if Gene might not prefer to always be the target in the game of blitzball, for example. Finny assumes that everyone is like him and that everyone shares his enthusiastic and good-natured spirit. It also suggests that Finny has flaw that is never perceiving anyone as an enemy and never trying to defeat others. He is too naive to realize that there is always be the evil beside the goodness in every man’s heart.

2. The Analysis of the Major Characters’ Development

Gene Forrester and Finny have big differences in their traits. Gene is described as a dishonest, petty, fearful, envious, good at academics, and inferior boy. On the contrary, Finny is honest, talented, good-hearted, lack of
envy, poor in academics, superior and good at sports. We have already seen those differences in the previous discussion. In this part, the writer will analyse the major characters' development in the story.

**a. Gene Forrester's Character Development**

*A Separate Peace* (1959) reveals about the journey of a teenage boy toward maturity and adult world. Gene Forrester is the one who experienced the journey in the novel. The journey begins when he pushed Finny from the tree and made Finny fell down to the riverbank. This is the starting point of Gene's development in the story.

Gene's action of jouncing the limb is the result of the peak of his envy and resentment toward Finny. The feelings grow along with his partnership with Finny. Gene is hopeless when he finds Finny is unable to counter his envy. Finny never sees Gene as his competitor or enemy. Now Gene becomes aware that only he is the jealous one. We can see it from the Gene's statement below.

"He had never been jealous of me for a second. Now I knew that there never was and never could have been any rivalry between us. I was not of the same quality as he." (Pp. 51).

Based on the quotation above, Gene begins to re-consider the assumption that he and Finny were in enmity. He realizes that Finny never being envious and no rivalry between them. In his hopelessness, Gene says that he is not the same quality with Finny. He does not have any talent or ability that can support him in competing with Finny. From this awareness, Gene enters upon "a new Gene."
The first development of "the new Gene" in Gene's character is when he suddenly puts Finny's clothes. Here, Gene is transformed himself into Finny's character.

"One evening when I was dressing for dinner in this numbed frame of mind, an idea occurred to me, the first with any energy behind it since Finny fell from the tree. I decided to put on his clothes...But when I looked in the mirror it was no remote aristocrat I had become, no character out of daydreams. I was Phinceas, Phinceas to the life. I even had his humorous expression in my face, his sharp, optimistic awareness. I had no idea why this gave me such intense relief, but it seemed, standing there in Finny's triumphant shirt, that I would never stumble through the confusions of my own character again." (Pp. 54).

This is an important quotation of Gene's changing role to Finny's. He exactly looks like and acts as if he is Finny when he said that he had his humorous and optimistic awareness of Finny. (Pp. 54). The writer notices that Gene enjoys the changing role when he says, "I would never stumble through the confusions of my own character again." (Pp. 54). It is actually what Gene really wants. Gene is having a crisis of identity. For some time before the accident, he met difficulty in finding out what he really is. Now he is finally brave to admit the truth that he is the imitator of Finny. Now he does not regard Finny as his competitor but as the one who has a great dignity.

Gene really enjoys the changing role, to be Finny. Later the enjoyment turns to be the feeling of guilt. He feels disturbed with the wicked action that he had done to Finny.

"The sense of transformation stayed with me throughout the evening, and even when I undressed and went to bed. That night I slept easily, and it was only on waking up that this illusion was gone, and I was confronted with myself, and what I had done to Finny." (Pp. 54).
Gene feels that he had done an evil thing to Finny. Knowing that Finny is the one he always wants to be, Gene decides to make confession about the truth of the accident. Before he comes back to Devon for his winter session, Gene goes to Finny’s house. In the house, Gene confesses that he is actually the one who has made Finny cripple, “I jounced the limb. I caused it.” One more sentence. “I deliberately jounced the limb so you would fall off.” (Pp. 62). Finny is in a great confusion listening to Gene’s explanation. He cannot accept that Gene jounced the limb. He keeps on his belief that Gene would not do such evil thing toward him. Finny believes Gene a lot. Gene himself forces Finny to believe his words and tries hard to convince Finny his jealously, “You see! Kill me! Now you know what it is! I did it because I felt like that! Now you know yourself!” (Pp. 62). It describes the most crucial development in Gene’s. He is now honest toward his best friend but more important toward himself. In the beginning, Gene lived in his false and corrupt world. He hides the truth about his resentment toward Finny. It happens because he has no talent in being equal to Finny. Now Gene learns that communication is very important in a relationship. He must express himself instead of keeping his feelings inside, as he had always done with Finny. He must learn to listen to others rather than to himself and get rid of his sarcastic manner.

In the next development, we can see how Gene brings himself on his new position as Finny’s defender. In his meeting with Quackenbush, one of the seniors at Devon, Gene fights with him because Quackenbush indirectly makes a fun of Finny’s cripple.
"Listen you maimed son-of-a-bitch........."
I hit him hard across the face, I didn’t know why for an instant; it was almost as though I were maimed. Then the realization that there was someone who was flashed over me.” (Pp. 71).

“The next time you call anybody maimed,” I bit off the words harshly so he would understand all of them, “you better make sure they are first.” (Pp. 71).

Gene is angry at Quackenbush’s statement. He feels that the mocking is not only for him but it is actually appointed to Finny. Gene fought with Quackenbush not only for Finny but also for himself, as he is truly part of Finny. Here, Gene shows that he really wants to overcome his guilty toward Finny by protecting Finny.

“I had never pictured myself in the role of Finny’s defender...But it didn’t feel exactly as though I had done it for Phineas. It felt as though I had done it for myself.” (Pp. 72).

Another example of how Gene helps Finny as the punishment for his action is when Gene gives a part of himself to Finny. Since the era of sportsmen is over for Finny, “Sports are finished for him, after an accident like that. Of course.” (Pp. 55). Finny coaches Gene for the Olympic.

"Listen pal, if I can’t play sports, you’re going to play them for me,” and I lost part of myself to him then, and a soaring sense of freedom revealed that this must have been my purpose from the first; to become a part of Phineas.” (Pp. 77).

Here, again, Gene admits the real purpose of him, which is to be a part of Finny. Something that Gene actually has dreamed in early phase of their partnership at Devon.

Gene’s attitude in seeing Finny’s as his number one enemy is also changed in the story. At first, Gene Forrester appears as the follower of Finny. He
admires Finny a lot and secretly wants to be just like him. Then the admiration gradually turns to be the jealously and the resentment. Gene regards Finny as his competitor who wants to destroy his achievement in academics. It happens because of Gene's misunderstanding about Finny's nature and his inability to be equal with Finny. After he finds that Finny never counters his jealousy, his wrong perspectives on Finny's nature are all gone. They are now more intimate, in the sense, that Gene appreciates Finny more as someone whom he adores and respects not as his enemy. He puts Finny not only as his best friend but Finny is a part of and alive inside him.

The final stage of Gene's maturation is his self-acceptance and self-forgiveness. He has to accept that nobody is perfect and that he likes any other normal human being (even Finny) has faults. He now becomes mature and leaves his corrupt youth behind. He finally forgives himself completely for his blind act. By accepting as well as forgiving the person he is, Gene enables himself to move on and join the adult world. Gene's maturation is very long, painful one. It is a difficult process that reveals a darker side of Gene. However painful it is, Gene is made a better person during his maturation through his suffering. Through his pain revelations about himself, Gene matures from an insecure child to a self-knowledgeable adult.

b. Finny's Character Development

Finny's development can be seen throughout the novel by tracing his perfection in sports and his strong beliefs in life. Finny is changed from the
best athlete to be the one who could not play sports. After the accident, Finny's participation in sports is over, "sports are finished for him, after an accident like that. Of course." (Pp. 55). It is a physical transformation that, of course, Finny does not want it to happen on him. Finny is suffering because of his cripple and others often regard him as being non-functional, "He has been kind of non-functional, hasn't he?" (Pp. 122). To lighten this suffering, Finny uses Gene to play sports for him, "Listen pal, if I can't play sports, you're going to play them for me,"(Pp. 77). Being cripple is a nightmare and Finny tries to let it loose. From an optimistic boy, Finny turns to be a hopeless and pessimistic one. He cannot make his dream comes true (to be an Olympic athlete) and his attempt to make it true is by training Gene for the Olympic that is never occurred during the war. It reveals that Finny wants to forget his suffering.

Another transformation occurs in Finny's character is related with his strong belief about life in general. Although it cannot be entirely called as a process of development but the writer sees that the truth of Gene's involvement in his cripple is really a sudden shock for Finny's belief. It brings a new understanding about the world as fundamentally friendly place that previously Finny considers as a true idea. Finny always thinks the best of people that counts no one as his enemy. Finny assumes that the world is a fundamentally friendly place. Gene himself believes that human creates enemies within himself but Finny sees it differently. Finny's inability to see others as hostile ones is his weakness. Gene's confession about the accident is really shocked Finny. He still cannot accept the truth that Gene had brought for him. He
cannot recognise that in every man's heart, there is always a space for the evil. The writer gives a special portion for Finny's belief because it really becomes the root of Gene's envy and resentment in the story. Finny dies with his false understanding about the world as fundamentally friendly place.

C. The Contribution of Conflicts to the Major Characters' Development

1. Types of Conflict Appear in *A Separate Peace* (1959)

Before the writer moves on to the discussion of the contribution of conflicts to the major characters' development, he will first make a list of the conflicts appear in the story. It is important to find out types of conflicts in *A Separate Peace* (1959) since the analysis deals with the contribution of conflict to the main characters' development. The type of conflicts is based on Robert Stanton's theory of conflict taken from *An Introduction to Fiction* (1965), that suggest, "Every work of fiction contains obvious internal conflicts between two desires within a character, or external conflicts between characters or between character and his environment." (1965:16). By knowing the type of conflicts appear in the story, we can understand the type of conflicts that have significant contribution to the major character development.

Therefore, this part will be divided into three sub-parts. First, the writer will analyse the internal conflicts between two desires within a character; and then followed by the external conflicts between characters analysis and finally the analysis of the external conflicts between character and his environment.
a. The Internal Conflicts between Two Desires within A Character

1. Gene Forrester

Gene Forrester has an inner conflict within himself. The conflict is between his goodness and evil. As we had already known in the story, Gene develops a love-hate relationship with Finny. Gene admires Finny for his superiority and athleticism. He sees Finny as the one who is perfect in almost every way. He is astonished with Finny’s ability in manipulating people. Finny’s charisma and ability of getting away from the trouble are things that Gene cannot afford. In brief, Gene secretly wants to be just like his idol, Finny.

Previously, those admirations are the result of his pure goodness and fondness towards Finny. Then the evil occupies Gene’s heart. His heart is transformed to be the feeling of resentment and envy. He is in total jealousy with Finny. Gene’s action of jouncing the limb is the peak of his envy and resentment toward Finny. Gene is hopeless and angry accepting Finny’s mistreatment. He tries to figure it out why Finny behaves like that. Then he assumes that Finny is also envious. After the tree accident, he realizes that Finny is actually never jealous with his achievement in academics. Now Gene becomes aware that only he is the jealous one. We can see it from the Gene’s statement below.

“He had never been jealous of me for a second. Now I knew that there never was and never could have been any rivalry between us. I was not of the same quality as he.” (Pp. 51).

Based on the quotation above, Gene begins to re-consider the assumption that he and Finny were in enmity. He realises that Finny never being envious and
no rivalry between them. Gene says that he is not the same quality with Finny. It is actually the truth that he tried to deny and could not accept from Finny. After his confession at Finny’s house, Gene turns to be Finny protector.

Here, the writer observes that there is a conflict between the goodness and the evil within Gene. First, Gene’s goodness side is more dominant in his heart. Gene admires Finny a lot and considers him as his best friend. Then the evil side begins to occupy him and the admiration and the love turns to be the feeling of jealousy and hate. In the end of the story, those resentments are changed to the feeling of disheartened and tenderness toward Finny’s cripple. It shows that he is back to his goodness. Gene resolves his inner conflict by taking the love (the goodness) as the best solution for his conflict instead of the hatred (the evil).

2. Finny

Finny also gets in touch with his inner conflict in the story. When Gene had pushed Finny from the tree, a huge changing happened on Finny. He is changed from the best athlete to be the one who is unable to play sports; he is crippled. Being a cripple person is something that Finny never imagines before. He is in deep misery knowing that his tremendous gift is now gone. We can see it through his hopelessness, “Because I’ve suffered,” he burst out”. (Pp. 108).

Finny is suffering because of his cripple and others often regard him as being non-functional, “He has been kind of non-functional, hasn’t he?” (Pp. 122). Finny tries to let it loose. The inner conflict has resulted in the changing role of Finny from an optimistic boy to be a hopeless and pessimistic one.
Another inner conflict that Finny has to deal with in the story is a sudden attack on his belief. It is the conflict between his belief of the world as a fundamentally friendly place and the truth of the existence of the evil within man's heart. He always thinks the best of people that counts no one as his enemy and that the world is a fundamentally friendly place. Gene's resentment is something that he never considers before. The fact that there is always a space for the evil in every man's heart never occur in Finny's heart. Finny's inability to see others, as hateful one, is his weakness as well as his strength. Finny never finds the best solution for this conflict. He died with his wrong conception about the goodness and the evil in every man's heart.

b. The External Conflicts between Characters

1. Gene Forrester versus Finny

Gene has developed a secret rivalry in his friendship with Finny. The rivalry is the result of Gene's accumulation of his resentment and envy. As we have already known Gene is jealous with Finny's superiority. Gene does not have any talent or ability that can support him in competing with Finny. He cannot admit that Finny is more superior to him. It is actually the truth that he tried to deny from Finny.

The external conflict between two characters in the story involves Gene Forrester and Finny who hold firmly theirs thought and principle. Gene believes that Finny's affection and closeness are false and Finny only wants to wreck his academics. He considers Finny is also in enmity. While Finny never considers
that others might have different needs and desires. He thinks everybody shares the same enthusiasm in playing with him. It is all from his misunderstanding about the world as the fundamentally friendly place.

The external conflict between Gene Forrester and Finny in *A Separate Peace* (1959) is resolved by the death of Finny. Finny's death puts end the conflict between them. Finny died with his wrong-conception about his best friend, Gene. Finny's understanding that there is no space for the evil in every man's heart is wrong. Gene is the best example of the existence of the evil inside man's heart. While Gene always keeps Finny in his heart as the one who teaches him about honesty and humanity.

c. The External Conflicts between Character and His Environment

1. Finny versus the Devon School Authority

The external conflict between the character and his environment in *A Separate Peace* (1959) is the incident when Finny made trouble with Devon school authority. Finny often encourages others to do wild things, such as neglecting the class and jumping out of the tree. On one occasion, he together with Gene breaks the school regulation by missing the dinner. In this situation, Gene is in deep fear while Finny confidently faces the teacher and explains his wrongdoing. It shows his fearlessness to rebel with the school authority. Finny is daredevil and rebellious. This characteristic of Finny is supported by his best friend, Gene as "a student who combined a calm ignorance of the rules with a winning urge to do good, who seemed to love the school truly and deeply and
never more than when he was breaking the regulations.” (Pp. 16).

Here, the winning atmosphere in the conflict between Finny and the authority at Devon is more personal. It means Finny himself who could feel it not others. It also suggests that Finny actually has an evil side in his heart but he never realizes this feeling. His ignorance and the action of breaking the school regulation prove that he has done an evil thing. It is an ironic because until his death, Finny does not come to this understanding.

2. Gene versus Brinker and Other Students (The Occupant of Devon School)

Gene also has the conflict with the environment. Here, Gene deals his external conflict with the occupant of the Devon school. Brinker and other students represent the occupant. Several days after the accident, Brinker, one of Finny and Gene's classmate, come over their room with several boys and takes Gene and Finny to the First Building. Brinker has set up a secret meeting that will discuss the cause of Finny's accident. The occupants call them because there is awkwardness in the Finny's fall. They want to find out what exactly happened on the tree. In the meeting, Gene lies about his involvement in the tree accident. He challenges the occupant by keeping the truth. The occupant still cannot find the answer of their curiosity in the meeting but rather it caused Finny's second fall.
2. The Contribution of Conflicts to the Major Characters' Development

In this part, the writer will analyse the contribution of conflicts to the major characters' development. As it is already mentioned in Chapter I, there is a close relationship between plot and character in the story. Plot involves the elements of the beginning, the middle, and the end. The elements of plot consist of the causality events as its organizing factor. One event causes another, and the inter-relationship of the events is often complex. Plot is not moving without the existence of characters. As Murphy in his book, *Understanding Unseens* (1972), states, "all the actions and the reactions of the characters have a big contribution toward the forward movement of the story". (1972: 134). In plot, characters experience development because of their interaction and reaction in the story. The interaction often brings them into a complicated situation, which occurs because of the clash of needs, goal, ambition, belief, or idea among the characters. When the character comes to this point, we can say that the character deals with conflict. The conflict is the source of the story and the essential element that leads to action. It moves the story on to its final solution. In the plot of *A Separate Peace*, Gene first admires Finny's popularity and athleticism. Gene secretly wants to be just like Finny. In the middle, the admiration gradually turns to be the jealousy. Gene could not stand with Finny's violation and misconduct. It seems that Finny only wants to manipulate, makes fun of Gene in front of others and takes advantages from Gene's suffering. He assumes that Finny is also envious. Finny has ruined his life only for a sly winning over him. His envy grows rapidly to be the feeling of hatred toward Finny. In the climax, the hatred reaches its peak that
causes Finny's death. At the end, the death brings important changes to Gene Forrester's personality. He is changed from immature to mature one and ready to face the adult world.

Characters have goal that they want to accomplish in the story. There is always a goal behind every character's action. This is what the character wants more than anything else in the story. Then the character has motivation that will encourage him or her in accomplishing the goal. Character's motivation is important since it is the reason why he or she wants to achieve the goal. In *A Separate Peace* (1959), Gene's goal is to be part of Finny. The motivation that provokes Gene in achieving his goal is his admiration towards Finny's superiority and athleticism. Gene respects and adores Finny who is perfect almost in every way. He is Finny's follower. In his way of achieving the goal, Gene must deal with obstacles. The obstacles are when the admiration turns to be the feeling of envy and resentment because of Finny's attitude. It has made Gene finding difficulty in fulfilling the goal. When the character deals with obstacles that keep him away from getting what he or she wants, it means that he or she has conflict within himself.

The character's development happens when the character undergoes changes from his experience of resolving conflicts. It is a gradual growth and will not take place in one paragraph or sentence. From the conflicts, we can see how the character has to deal with his or her problems in the beginning and then we can see his or her next action that solves the problem at the end. There is always a character development or transformation when the character has his or her
experience of resolving conflicts in the plot. In *A Separate Peace*, Gene Forrester is changed from the evil, mean, corrupt-minded boy to an honest, kind and mature person. He got the development from his experience of resolving conflicts in the story. In the beginning, Gene is jealous and envious with Finny’s superiority, charm and leadership. When he finally can solve his conflict with Finny, the writer notices that his understanding of Finny as his competitor is gone. At the end, Gene is honest toward himself. First, Gene lived in his false and corrupt world. He hides the truth about his resentment toward Finny. It happens because he has no talent in being equal to Finny. Now Gene learns that communication is very important in a relationship. He must express himself instead of keeping his feelings inside, as he had always done with Finny. He must learn to listen to others rather than to himself and get rid of his sarcastic manner. He realized that Finny is generous and trustworthy. Now he puts Finny not only as his true best friend but Finny is a part of and living inside him. By accepting as well as forgiving the person he is, Gene enables himself to move on and join the adult world.

Considering the facts above, the writer finds that the interdependent relationship between plot and characterization is relied on conflict. The conflict drives plot and its complications create tension and further conflict. Every plot is built around conflict in order to create interest and build suspense. It becomes the place for a character to experience changes in his or her characteristic in the story. What makes character having transformations in the story is that he or she establishes the goal and the motivation in the conflicts. The character’s development comes from resolving conflicts. It means that the conflict determines
the character's development in the story. Finally, the writer finds that there are three contributions of conflicts to the major characters' development. First, the conflicts are an important element that constructs plot. Without the existence of conflicts in plot, the movement of the story will be flat or superficial, calm, loose, and no tension. The conflict drives plot and complications in the plot create tension and further conflict. Every plot is built around conflict in order to create interest and build suspense. The readers want to know how the characters react to conflicts and how the characters resolve their problems. For example, the plot in *A Separate Peace* (1959) will be flat if Gene Forrester did not experience conflicts with others and there will be no transformation in his characteristic. Gene only becomes a submissive and boring boy in the whole story.

Secondly, conflicts reveal the major characters' trait. The traits of the characters definitely are visible from the major characters' way of resolving the conflicts. For example, Finny is rebellious. We can see it from his rebellious action against the school authority. From Finny's way of resolving his conflict with the Devon school authority, it will be visible that the character acts on his own will or desire; he is dare to challenge the school authority.

Finally, there are always changes or transformations happen on the major characters when the character resolves the conflicts. In the beginning, the major characters deal with conflicts and at the end, we will see that the major characters are different in the way of thinking, personality and belief. It happens because the characters have the development within themselves while they are resolving their conflicts. Without the existence of conflicts in the plot, it is impossible to find out
any changes or developments from the major characters in *A Separate Peace* (1959). For example, Gene Forrester is changed from the evil, mean, corrupt-minded boy to an honest, kind and mature person. He got the development from his experience of resolving conflicts in the story. In the beginning, Gene is jealous and envy to Finny’s superiority, charm and leadership. When he finally can solve his conflict with Finny and others, we notice that his understanding of Finny as his competitor is disappeared. At the end, he becomes mature and leaves his corrupt youth behind. He finally forgives himself completely for his blind act. Now he puts Finny not only as his true best friend but Finny is a part of and living inside him. By accepting as well as forgiving the person he is, Gene enables himself to move on and join the adult world. Therefore, the existence of conflicts in *A Separate Peace* (1959) is important since Gene Forrester and Finny will not experience transformations within themselves if they are not having conflicts in the story.
CHAPTER V
CONCLUSION

In the entire life cycle of a human being, youth stage is the amusing, the memorable, and some time the wild parts in our life. The teenagers experience everything without thinking about the consequences. They dare to do this because they have no worries; everything is fun. Along with their activities, their behaviours undergo several changes. They indirectly feel the process of maturity.

John Knowles’ *A Separate Peace* (1959) is a novel that focused on the difficult journey towards maturity and the adult world of the teenage boys. It focused on the learning experience of friendship through the death of others. It is opened with the portrayal of Finny as a brave sixteen years old boy who strongly believes in his own desire and encourages other students in his class to act upon their wishes. Finny is optimistic about making a change in other people’s lives to make them better. He encourages his friends to skip classes and do wild things like jumping out of the tree. Finny (Phineas) is a great leader who faces many difficulties in achieving his goal and often becomes the victim.

From the plot of the story, we understand that Gene develops a silent rivalry in their friendship. Friendship is the main aspect of learning experience that has the power to change other’s lives. It is the best thing to have in life, but if one abuses the love of friendship then it will result in a complex relationship. Gene’s jealousy towards Finny’s fame and talent makes Finny cripple. Then
Finny's death makes Gene grow up to become a mature person. Finny is the victim while trying to change Gene to the better person. Gene's fear of his best friend's talents and fame make him become an evil person. The death is an unexpected outcome yet it helps Gene Forrester to learn from it. Gene realises how much he loves and respects Finny after his death. Gene's words in the novel "I could not escape a feeling that this was my funeral, and you do not cry in that case" (pp. 186). It suggests that Gene feels that Finny is living inside him and being part of him.

After analysing the novel, the writer concludes that Knowles has provided complicated conflicts in the novel. It considers three types of conflict in its plot: the internal conflicts between two desires within a character, the external conflicts between characters and between character and his environment. The inner conflict refers to the emotional side of the character, the things he or she wants that are not concrete, but rather a state of mind. It will be visible only to the reader and the character itself. Both characters, Gene and Finny have the inner conflict within themselves. We can see how Gene and Finny deals with their inner conflict and how they solve the conflict. From the experience of resolving their inner conflicts, we notice that there was developments or changes on the major characters. Gene is changed from the evil, mean, corrupt-mind boy to an honest, kind and mature person. While Finny has a new realization of the existence of evil side in every man's heart, something that never comes over his mind before. Both major characters also experience the external conflict with others. Gene had his external conflict with Finny and others; he is dishonest with Finny and his other classmates
about the secret rivalry in the friendship. While Finny had his external conflicts with Devon school authority. He broke the school law by missing the dinner. Gene did not join in Finny’s conflict with the Devon authority because his position as Finny’s “follower”. Gene is not the doer but he only followed Finny’s action. Gene involved in this conflict when he had to face the Devon school society; the other occupants in the secret meeting held by Brinker.

The conflicts are the major topic analysed in this thesis. The writer thinks that the contribution of the conflicts to the development of Gene Forrester and Finny’s character in the story is very important. First, the conflicts do not only give tensions in the content of the story but they also play a great role in the characters’ development. By knowing the conflicts, the writer could understand the characters’ traits easily and find the transformation process happens on each major character. We can find the traits of the major characters through the conflicts appeared in the plot of the story. Each conflict sometimes provides traits not only from one character but it also provides traits for the other characters. We can see it from the reactions of other characters in receiving the first character’s performance or action in the conflict. From the other characters’ response, we can understand their traits. Furthermore, through the conflicts in the story, we understand the changes happen on the major characters. The transformations of the major characters are identified from the reaction, manner, and response of the characters appeared in the conflicts from the beginning until the end of the story.

From the previous chapters, the writer finds that the interdependent relationship between plot and characterization is relied on conflict. Conflict drives
plot and it becomes the place for a character to experience changes in his or her characteristic in the story. What makes the character having transformations in the story is that he or she establishes the goal and the motivation in the conflicts. The character's development comes from resolving conflicts. It means that the conflict determines the character's development in the story. The writer concludes that the only way of tracking the character's development in the story is only from the existence of conflicts in the story. The characters do not experience any growth or changes in the story without the existence of conflict. Therefore, the writer reaches a conclusion that suggests the contribution of conflicts to the development of the major characters' development in *A Separate Peace* (1959) is important since Gene Forrester and Finny's characters will not experience transformations within themselves if they are not having conflicts in the story.
BIBLIOGRAPHY


APPENDIX

The summary of John Knowles' novel *A Separate Peace*

Gene Forrester, the narrator, returns to the Devon School in New Hampshire, where he was the student there 15 years ago, 1942 when World War II began. Gene takes his tour around the school to examine several places closely. He decides to visit two places that have important meaning for him, the tree and the marble steps. Then the narrative of the old Gene shifts back 15 years, to the young Gene's days with his best friend, Finny (Phineas). The young Gene is normally a conservative, obedient, cold-hearted type person. He is brave to break the school rules only with Finny. While Finny is a rebellious, good athlete, charming, likeable rule-breaker. One day, they try to jump off a huge tree into the river. Finny, being the daredevil, goes first and Gene is the only one who follows. Finally, both of them can accomplish their jump. On one occasion, the substitute headmaster, Mr. Patch-Withers, gives a tea for their class. Mrs. Patch-Withers notices that Finny has used the school tie as his belt. Finny prepares some nonsense excuse and Patch-Withers is taken by surprise does not punish Finny. Gene is surprised and jealous with Finny's ability of manipulating people with his way of talking. The next day, Finny comes up with the idea for a "Super Suicide Society of the Summer Session," a group for exciting and dangerous things. Some of Finny and Gene's friends begin to join their new club. Then Finny makes up a game called "blitzball." The game is a popular game that summer. They almost play it
everyday on the school field. In the game, Gene Forrester is always being the victim of
tackling. Gene is upset and envious with Finny's treatment in front of his other friends.

Finny mocks Gene's scholarly ambition, and Gene begins to believe that Finny is
trying to wreck his study. Finny is good in athletics but poor in academics. Gene knows
that he can be the best in academics, if Finny would not take up so much of his time. His
jealousy begins to shift to the feeling of hatred. Gene finds it hard to compete with Finny,
but continues to improve, although it is useless.

When Gene prepares himself for Trigonometry test, Finny asks Gene to come see
Leper jump from the tree the night before exams. They decide to do jump off the tree
together. Once they are on the tree, Gene "jostles" the limb, and Finny loses his balance
and falls; Gene seems unconcerned for his friend's fall. Then a doctor examines Finny at
the school clinic. In the school clinic, Gene learns that one of Finny's legs had been
"shattered" in the fall; Gene grows very guilty about the accident. At last, Gene is allowed
to visit Finny in the infirmary. Gene learns that Finny will no longer be able to play sports;
Gene cannot believe the news. Finny is sent home to get a rest.

Summer Session ends, and Gene returns home. Finally, he has to go back to
Devon; on his way, he goes to Finny's house to see how he is doing. Finny seems weak,
like an invalid. Gene tells Finny that he caused the accident, and Finny denies this
confession. Then he gets back to Devon by himself. Brinker Hadley, one of their
classmates starts accusing Gene of arranging Finny's accident in order to get a room for
him. Brinker's accusations troubles Gene a great deal. When Gene is on his way back to
the dormitory, he finds Finny in his room. Finny has a purpose to stay at Devon again.
Gene is surprised at Finny's sudden return; Finny looks well again. Finny and Gene never
the 1944 Olympics. Gene says that he is ready for the training. The dream of being part of Finny is getting stronger.

A few days later, Brinker confronts Gene again about Finny’s accident, and says they should get everything into the open, which Gene disagrees with. Later, Brinker brings Gene and Finny to the First Building. Brinker is holding some kind of inquiry into the accident. He brings Leper, who was at the scene of the accident, out to speak. When Leper says that Gene did indeed push Finny, Finny runs from the room. He falls on the marble steps outside, and re-breaks his leg. The others rush out to help Finny; someone goes to fetch Dr. Stanpole. Dr. Stanpole drives Finny to the infirmary. On the next day, Gene decides to go to the infirmary and see how Finny is. Once again, Gene reassures Finny that it was some blind unexplainable thing that made him do it, and it had nothing to do with hate or any ill-will against Finny. Finny says he believes Gene, and they finally close the issue. When Gene returns to the Infirmary to see Finny after his operation in the following day. Dr. Stanpole tells him that Finny died during the operation. Gene is too shocked to even think about it, and cannot cry because he feels like he died too, along with his friend.

It is on June 1943, Brinker and Gene watch the troops, jeeps, and equipment being brought to Devon. Gene says that no one blames him for what happened to Finny, although he blames himself. Gene then talks about how Finny was the only person he knew whose character was safe from being corrupted by the evil, and how his friendship with Finny prepared him for his own experience. Gene admitted that he finally adopted Finny’s way of looking at things, and some of Finny’s personality and rebelliousness. Finny means a lot to him and still influences him. Gene is finally able to appreciate his
friend for all that he was, and make peace with him. The story ends with Gene closing his locker.